

Hitherfield Curriculum Overview: History

Year 1 Term 1: Bessie Coleman	Year 1 Term 3: Toys - Then and Now	Year 1 Term 5: St Peter's Church, Streatham
<p>Knowledge</p> <ul style="list-style-type: none"> - Know who Bessie Coleman was and why she is famous. - Know how planes looked in the past and now. - Compare planes from the past and now. - Sequence key events from Bessie's life. - Know how to ask and answer questions about Bessie. - Understand how we know about Bessie's life. <p>Skills</p> <ul style="list-style-type: none"> - Recognise the difference between past and present. - Sequence events or pictures. - Describe similarities and differences. - Sort artefacts into 'then' and 'now'. - Ask and answer questions about old and new objects. <p>Vocabulary</p> <p>Pilot, pilot's licence, airshow, stunt, encourage, inspire.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who was Bessie Coleman? - What is Bessie Coleman famous for? - How did planes look in the past? - How do planes look now? - What were the key events in Bessie's life? - How did Bessie inspire others? - How do we know about Bessie's life? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know about toys children play with now. - Know about toys children played with in the past. - Understand how we know about toys in the past. - Know that some toys belong to the past and some to the present. - Know how to describe what a toy might have been used for. - Know the similarities and differences between toys from the past and their own toys. - Know how to ask and answer questions about old and new toys. <p>Skills</p> <ul style="list-style-type: none"> - Sort artefacts into 'then' and 'now'. - Describe similarities and differences in artefacts and pictures. - Ask and answer questions about old and new objects. - Explain what an object might have been used for in the past. - Use a range of sources to find out about the past. - Compare and explain how they have changed since they were born - toys. <p>Vocabulary</p> <p>Toy, old, new, before, after, past, present, then, now, grandparent, parent, timeline.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Who was Bessie Coleman? - What is Bessie Coleman famous for? - How did planes look in the past? - How do planes look now? - What were the key events in Bessie's life? - How did Bessie inspire others? - How do we know about Bessie's life? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What kind of toys do you play with now? - What kind of toys did children play with in the past? - Does this toy belong in the past or the present? - What is the same/different about the toys from the past and my toys? - How can you decide if a toy is from the past or now? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know that some buildings are old and some are new. - Know what St Peter's Church is and where and when it was built. - Know how the church has changed over time. - Know that the church was bombed in 1944. - Understand how we know about what the church was like in the past. - Know why the church was and is a significant place in our local area. <p>Skills</p> <ul style="list-style-type: none"> - Describe the importance of a local place. - Use a range of sources to find out about the past. - Answer questions using an artefact/photograph provided, including an event beyond living memory. - Describe changes in the local area during their own lifetime and that of their parents and grandparents. - Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning. <p>Vocabulary</p> <p>Past, present, then, now, timeline, artefact.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What kind of toys do you play with now? - What kind of toys did children play with in the past? - Does this toy belong in the past or the present? - What is the same about the toys from the past and my toys? - What are some of the differences between toys from the past and my toys? - How can you decide if a toy is from the past or now? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Where is St Peter's Church? - What did the church look like in the past? - How do we know what the church looked like in the past? - What does the church look like now? - What happened to the church in 1944? - Why is St Peter's Church important to some people?

Year 2 Term 1: Mary Seacole	Year 2 Term 3: Transport - Then and Now	Year 2 Term 5: The Great Fire of London
<p>Knowledge</p> <ul style="list-style-type: none"> - Know how hospitals, medical equipment and medicine have changed over time. - Know about the life of Mary Seacole. - Sequence key events in the life of Mary Seacole. - Understand how we know about Mary Seacole. - Know about the life of Edith Cavell. - Compare the lives of Mary Seacole and Edith Cavell. <p>Skills</p> <ul style="list-style-type: none"> - Describe how people, places and events have changed over time. - Develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening). - Explore cause and effect by looking at a significant individual's actions and what happened as a result. - Research and sequence the life of a famous person from the past using different resources to help them. - Recount the life of someone famous who lived in the past. - Use stories of famous historical figures to compare aspects of life in different times. <p>Vocabulary</p> <p>Crimean War, battlefield, patients, soldier, doctress, medicine, describe, compare, sequence, recount</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Who was Bessie Coleman? - What is Bessie Coleman famous for? - How did planes look in the past? - How do planes look now? - What were the key events in Bessie's life? - How did Bessie inspire others? - How do we know about Bessie's life? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How do we know about Mary's life? - What were the most important events in Mary's life? - How did life change for Mary after the Crimean War? - Who is Edith Cavell? - What is the same about Edith and Mary? - What is different about Edith and Mary? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know about different modes of transport in the past. - Know about different modes of transport now. - Know how to sort transport from then and now. - Know how to compare different modes of transport. - Understand how we know about transport in the past. - Know how to ask and answer questions about transport then and now. <p>Skills</p> <ul style="list-style-type: none"> - Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time. - Describe similarities and differences identified between historical artefacts and pictures. - Use a source - why, what, who, how, where to ask questions and find answers. - Communicate understanding through class display, annotated photographs, ICT. <p>Vocabulary</p> <p>Transport, past, present, mode, source, picture, compare, contrast, identify, names of modes of transport eg, car, plane, bus, train</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What kind of toys do you play with now? - What kind of toys did children play with in the past? - Does this toy belong in the past or the present? - What is the same/different about the toys from the past and my toys? - How can you decide if a toy is from the past or now? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you name some modes of transport from the past? - Can you name some modes of transport from the present? - Is this mode of transport from the past or the present? How do you know? - Can you explain one of the ways the car has changed over time? - Can you ask a question about this mode of transport to help you find out if it is from the past or the present? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know how London looked in the past and now. - Know where, when and how the fire started. - Know key dates from the fire. - Know the sequence of events from the fire. - Look closely at artefacts. - Understand how we know about the fire and which sources are the most reliable. <p>Skills</p> <ul style="list-style-type: none"> - Sequence a collection of artefacts, pictures and events from a period in history studied. - Find out about people and events in other times through artefacts. - Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings. - Discuss the effectiveness of different historical sources. <p>Vocabulary</p> <p>Burning, fire, bakery, diary, thatched roofs, pitch, gunpowder, damaged, Pudding Lane, 1666, water squirt, leather buckets, St Paul's Cathedral</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Where is St Peter's Church? - What did the church look like in the past? - How do we know what the church looked like in the past? - What does the church look like now? - What happened to the church in 1944? - Why is St Peter's Church important to some people? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Where did the Great Fire of London start? - When did the fire start? - How did the fire start? - How did the fire travel? - How do we know what happened during the fire? - How was the fire stopped? - What tools did they use to put out the fire?

Year 3 Term 1: Septimius Severus and the Romans

Knowledge

- Know why the Romans invaded Britain.
- Know how we know about life during Roman times.
- Know how the Romans kept control over such a vast empire.
- Know how Boudica stood up to the Romans.
- Know that people from Africa came to Britain with the Roman Empire.
- Know who Emperor Septimius Severus was.
- Know when and why the Roman Empire ended.
- Know how the Romans still impact our lives today.

Skills

- Show a developing understanding of chronology realising that the past can be divided into different time periods.
- Use a timeline within a specific time in history to set out the order things may have happened.
- Know that Britain has been invaded by several different groups over time.
- Describe some of the main changes in Britain, resulting from an event (an invasion).
- Study the lives of significant individuals.
- Communicate knowledge and understanding about historical events and famous people in a variety of ways – labelled diagrams, recounts, stories, diaries, pictures, discussions, annotations and drama.
- Identify and give reasons for different ways in which the past is represented.

Vocabulary

Caledonia, Eboracum, emperor, Hadrian's Wall, artefacts, Aurelian Moors, Alballava, Romans, Celts, conquer, conquest, empire, emperor, frontier, invade, invasion, legion, rebellion.

Learning Revisited

- How do we know about Mary Seacole's life?
- What were the most important events in Mary's life?
- How did life change for Mary after the Crimean War?
- Who is Edith Cavell?
- What is the same about Edith and Mary?
- What is different about Edith and Mary?

Key Questions (Assessment)

- Why did the Romans invade Britain?
- Why did Boudica stand up to the Romans and what image do we have of her today?
- How were the Romans able to keep control over such a vast empire?
- How did the Roman lifestyle contrast with the Celtic lifestyle?
- Why did the 400 year empire end?
- How do the Romans still impact our lives today?
- Who was Emperor Septimius Severus?

Year 3 Term 3: Stone Age to Iron Age

Knowledge

- Know how people hunted and farmed to survive in the Stone Age.
- Know how homes and settlements changed from the Stone Age to the Bronze Age and Iron Age.
- Know how Historians found out about life in the Stone Age (specifically Cheddar Man and Skara Brae)
- Know what Stonehenge is and how and why Historians think it was created (specifically to celebrate the summer and winter solstices).
- Know who the Celts were and how they made Iron in the Iron Age.
- Know how and why the Celts built Hill Forts.

Skills

- Use dates related to the passing of time.
- Understand that the past can be divided into different time periods.
- Find out about everyday lives of people in time studies and compare with our life today.
- Research similarities and differences between given periods of history.
- Use vocabulary to describe key features of a period of time
- Distinguish between different sources and evaluate their effectiveness.

Vocabulary

Archaeologist, artefact, B.C., forge, henge, hunter-gatherers, Mesolithic, Neolithic, Palaeolithic, prehistoric, prey, ritual, tribe/tribal

Learning Revisited

- Can you name some modes of transport from the past?
- Can you name some modes of transport from the present?
- Is this mode of transport from the past or the present? How do you know?
- Can you explain one of the ways the car has changed over time?
- Can you ask a question about this mode of transport to help you find out if it is from the past or the present?

Key Questions (Assessment)

- How did people hunt and farm in the Stone Age?
- How did homes and settlements change during the Stone Age, Bronze Age and Iron Age?
- What did Historians learn from studying the Cheddar Man and Skara Brae?
- How and Why do Historians think Stonehenge was built?
- Who were the Celts and how did they make Iron?
- Why did the Celts build Hill Forts?

Year 3 Term 5: Anglo Saxons and Scots

Knowledge

- Know who the Anglo Saxons were and where they came from.
- Know when and why the Anglo Saxons came to England.
- Know where the Anglo Saxons settled.
- Understand how we know about the Anglo Saxons and where they lived.
- Know who the Scots were and where they came from.
- Know how the Scots tried to invade.

Skills

- Identify reasons for and results of people's actions.
- Use a range of sources to find out about a period, including using the library and e-learning for research to answer questions.
- Know that Britain has been invaded by several different groups over time.
- Understand why people may have had to do something.
- Identify reasons for and results of people's actions.

Vocabulary

Migrate, settlement, Sutton Hoo, invade, Danelaw, Wessex

Learning Revisited

- Where did the Great Fire of London start?
- When did the fire start?
- How did the fire start?
- How did the fire travel?
- How do we know what happened during the fire?
- How was the fire stopped?
- What tools did they use to put out the fire?

Key Questions (Assessment)

- Who were the Anglo Saxons and where did they come from?
- When did the Anglo Saxons come to England?
- Why did the Anglo Saxons come to England?
- Where did the Anglo Saxons settle?
- How do we know where the Anglo Saxons settled?
- Who were the Scots and why did they try to invade England?

Year 4 Term 1: Claudia Jones	Year 4 Term 3: Ancient Greece	Year 4 Term 5: Vikings and Anglo-Saxons
<p>Knowledge</p> <ul style="list-style-type: none"> - Know about the racist politics and violence in Britain in the late 20th century. - Know who Claudia Jones was, where she was from and why she is important. - Know who the Windrush generation were. - Know what Claudia was sent to prison in 1951 for her activism. - Know that in 1958 Claudia started the West Indian Gazette as a newspaper that could support the West Indian communities in the UK and give them news of their home islands. - Know that Claudia helped organise the first carnival in London in 1959. <p>Skills</p> <ul style="list-style-type: none"> - Explain the impact of a significant historical figure on life in Britain. - Identify key features and events in a time period. - Explain how significant historical figures contributed to national and international achievements in a variety of eras. - Ask and answer complex questions through independent research. <p>Vocabulary</p> <p>Racism, activism, journalist, deported, Caribbean, Trinidad, tuberculosis, Notting Hill Carnival, the Windrush Generation, communism.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Why did the Romans invade Britain? - Why did Boudica stand up to the Romans and what image do we have of her today? - How were the Romans able to keep control over such a vast empire? - How did the Roman lifestyle contrast with the Celtic lifestyle? - Why did the 400 year empire end? - How do the Romans still impact our lives today? - Who was Emperor Septimius Severus? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who was Claudia Jones? - Why was Claudia Jones sent to prison? - What did Claudia Jones do in response to the Notting Hill riots? - Why is Claudia Jones such an important figure? - Who were the Windrush Generation? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know the location and time period of Ancient Greece - Know about daily life in Ancient Greece and how this was different for wealthy and poor people. - Know that the Olympics began in Ancient Greece and compare the Olympics then to the Olympics now. - Know the names and attributes of some Ancient Greek Gods and Goddesses. - Know how Historians found out about the Ancient Greeks. - Know how the legacy of the Ancient Greeks has influenced our lives today (specifically art and literature). <p>Skills</p> <ul style="list-style-type: none"> - Remember key historical facts and some dates from a period studied. - Use terms related to the period and begin to date events. - Use evidence to reconstruct life in time studied. - Identify key features and events in a time period. - Develop a broad understanding of ancient civilisations. - Recognise that the lives of wealthy people were very different to those of poor people. - Look at evidence available and begin to evaluate the usefulness of different sources. <p>Vocabulary</p> <p>Acropolis, agora, city state, democracy, Helot, Hoplite, ostrakon, Parthenon, polis.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - How did people hunt and farm in the Stone Age? - How did homes and settlements change during the Stone Age, Bronze Age and Iron Age? - What did Historians learn from studying the Cheddar Man and Skara Brae? - How and Why do Historians think Stoenhenge was built? - Who were the Celts and how did they make Iron? - Why did the Celts build Hill Forts? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks and what time period did they live in? - What was daily life like in Ancient Greece? How did this differ for wealthy and poor people? - What were the Olympics like in Ancient Greece and how are they different now? - Can you name a Greek God and describe their characteristics? - How have Historians found out about Ancient Greece? - How have myths from Ancient Greece influenced stories today? - How has art from Ancient Greece influenced art today? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know about Viking raids and invasion. - Know about Viking settlements from a study of place-name endings. - Know about resistance by Alfred the Great and Athelstan, first king of England. - Know about further Viking invasions and Danegeld. - Understand how we know about the Vikings. - Know about Edward the Confessor and his death in 1066. <p>Skills</p> <ul style="list-style-type: none"> - Place events from a period studied on a timeline. - Understand and use more complex terms e.g. BC/AD. - Explain how events from the past have helped shape our lives today. - Ask a variety of questions. - Begin to use abstract terms (e.g. empire, civilization, parliament, and peasantry). - Compare two time periods of history. - Appreciate how items found belonging to people help us to build up an accurate picture of how people used to live at different times. <p>Vocabulary</p> <p>Raid, invasion, resistance, Runes, saga, Danegeld, Danelaw, heathen, hoard, pagan, settlement.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Who were the Anglo Saxons and where did they come from? - When did the Anglo Saxons come to England? - Why did the Anglo Saxons come to England? - Where did the Anglo Saxons settle? - How do we know where the Anglo Saxons settled? - Who were the Scots and why did they try to invade England? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What image do we have of the Vikings and how do we know about them? - Why do the Vikings have such a bad reputation? - How did the Vikings try to take over the country? - How have recent excavations changed our view of the Vikings? - What do you know about Viking settlements? - Should we remember the Vikings as raiders or settlers?

Year 5 Term 1: Abolitionists	Year 5 Term 3: Benin	Year 5 Term 5: World War 2
<p>Knowledge</p> <ul style="list-style-type: none"> - Know what happened during the slave trade. - Know key dates from the slave trade. - Know who Olaudah Equiano was and what happened to him. - Know how Olaudah Equiano fought and campaigned against the slave trade. - Know how others campaigned against the slave trade. - Know when and why the slave trade finally came to an end. <p>Skills</p> <ul style="list-style-type: none"> - Place current study on timeline in relation to other studies. -Independently place historical events or change on a timeline, to outline different information, remembering key facts from a period of history studied. -Examine causes and results of great events and the impact on people. -Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same. -Describe how a significant individual or movement has influenced the UK or wider world. <p>Vocabulary</p> <p>Freedom Fighters, underground Railroad, abolished enslaved, trade triangle, racism, emancipation, heroic</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Who was Claudia Jones? - Why was Claudia Jones sent to prison? - What did Claudia Jones do in response to the Notting Hill riots? - Why is Claudia Jones such an important figure? - Who were the Windrush Generation? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What happened during the slave trade? - What do you understand by the word slavery? - What do you understand by the word abolition? - Why do you think slavery happened? - Who was Olaudah Equiano? - How did Olaudah Equiano fight and campaign against the slave trade? - How did others fight against the slave trade? - When and how did the slave trade come to an end? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know the location and time period of Ancient Benin - Know some aspects of life and society in Ancient Benin - Know how Historians have found out about Ancient Benin - Know the Historical significance of the Benin Bronzes -Know the impact the Victorians had on the Kingdom of Benin (specifically trade and theft of the Bronzes) - Know the arguments for and against returning the Benin Bronzes to Nigeria <p>Skills</p> <ul style="list-style-type: none"> - Study an ancient civilisation in detail. - Use evidence to build up a picture of life in time studied. - Use relevant terms and time vocabulary to match dates to people and events. - Relate current studies to previous studies and make comparisons between different times in history. - Use a range of historical sources to find out about significant events. - Link events from periods studied to changes or developments in contemporary society, in the wider world. <p>Vocabulary</p> <p>Barter, bronzes, dynasty, empire, fortifications, loot, oba, palace.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks and what time period did they live in? - What was daily life like in Ancient Greece? How did this differ for wealthy and poor people? - What were the Olympics like in Ancient Greece and how are they different now? - Can you name a Greek God and describe their characteristics? - How have Historians found out about Ancient Greece? - How have myths from Ancient Greece influenced stories today? - How has art from Ancient Greece influenced art today? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What was the Ancient Kingdom of Benin? Where and when did the Kingdom exist? - Can you describe some features of society in Ancient Benin? - How did Historians find out about Ancient Benin? - Why are the Benin Bronzes important to Historians? - What impact did the Victorians have on the people of Ancient Benin? - How did so many Benin Bronzes end up in museums in the UK? - Do you think the Benin Bronzes should be returned to Benin? Why? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know why Britain went to war. - Know what life was like for people during the war, especially women and children and how we know. - Understand what happened during The Blitz. - Understand why children had to be evacuated and where they went. - Understand how the government used propaganda. - Understand how and when the war ended. <p>Skills</p> <ul style="list-style-type: none"> - Know and sequence key events of time studied. - Use evidence to build up a picture of life in time studied. - Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. -Use a range of historical sources to find out about significant events. -Produce well-structured narratives, descriptions and explanations. -Record and communicate knowledge in different forms. <p>Vocabulary</p> <p>War, allies, Anderson shelter, Morrison shelter, propaganda, rationing, billeting, The Blitz, censorship, civilian, Dunkirk, evacuation, home guard, morale, Home Front.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What image do we have of the Vikings and how do we know about them? - Why do the Vikings have such a bad reputation? - How did the Vikings try to take over the country? - How have recent excavations changed our view of the Vikings? - What do you know about Viking settlements? - Should we remember the Vikings as raiders or settlers? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Why did Britain go to war in 1939? - What was life like for people during the war and how do we know? - Why was it necessary for children to be evacuated? - How was Britain able to stand firm against the German threat? - Which objects explain how Britain coped with the effect of war on the Home Front? - Why is it so difficult to be sure what life was really like on the Home Front?

Year 6 Term 1: Nelson Mandela	Year 6 Term 3: Ancient Egypt	Year 6 Term 5: Windrush
<p>Knowledge</p> <ul style="list-style-type: none"> - Know about the history of South Africa pre Apartheid. - Know key aspects of Apartheid - Know how Apartheid was experienced through key figures - Trevor Noah - Know about local and global resistance to Apartheid - to include AAM and global Boycotts. - Know who Nelson Mandela was and why he was significant to the overturning of Apartheid. - Know key events in Nelson Mandela's life. <p>Skills</p> <ul style="list-style-type: none"> - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Describe how their own lives have been influenced by a significant individual or movement. - Independently investigate complex historical research questions. - Identify and explain their understanding of propaganda. - Recognise and describe differences and similarities, changes and continuity between different periods in history. - Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective (compare more contemporary or local movements of resistance to racism e.g. Brixton uprising or the Bristol Bus Boycott). <p>Vocabulary</p> <p>Oppression, colonisation, boycott, solidarity, apartheid, activist, political corruption, institutional racism.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What happened during the slave trade? - What do you understand by the word slavery? - What do you understand by the word abolition? - Why do you think slavery happened? - Who was Olaudah Equiano? - How did Olaudah Equiano fight and campaign against the slave trade? - How did others fight against the slave trade? - When and how did the slave trade come to an end? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What was apartheid? - How were people's lives affected by apartheid? - Who was Nelson Mandela? - What are the key events in Nelson Mandela's life? - Can you explain what the resistance to apartheid looked like? - What is political activism? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know where and when the first civilisations appeared (Specifically Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China) - Know how Historians have found out about Ancient Egypt. - Know what historical findings have taught us about life for men, women and children in Ancient Egypt. - Know why and how Historians think the pyramids were built. - Know what the Ancient Egyptians believed about life after death. - Know what Ancient Egypt had in common with other Ancient civilisations. <p>Skills</p> <ul style="list-style-type: none"> - Place current study on timeline in relation to other studies. - Use relevant dates and terms. - Know key dates, characters and events of time studied. - Recognise primary and secondary sources using a range of sources to find out about an aspect of time past. - Select, organise, summarise and present relevant information from a wide range of sources. - Compare and contrast ancient civilisations. <p>Vocabulary</p> <p>Ancient, artefact, ankh, civilisation, embalming, excavate, flax, hieroglyphics, mummification, pharaoh, pyramid, sarcophagus, scribe, sphinx, tomb.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What was the Ancient Kingdom of Benin? Where and when did the Kingdom exist? - Can you describe some features of society in Ancient Benin? - How did Historians find out about Ancient Benin? - Why are the Benin Bronzes important to Historians? - What impact did the Victorians have on the people of Ancient Benin? - How did so many Benin Bronzes end up in museums in the UK? - Do you think the Benin Bronzes should be returned to Benin? Why? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - When and where did the earliest civilisations appear? - How do Historians find out about Ancient Egypt? - What have Historians found out about life in Ancient Egypt for men, women and children? - How and why do Historians think the pyramids were built? - What did Ancient Egyptians believe about life after death? - What did Ancient Egypt have in common with other Ancient civilisations? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know who the Windrush generation were and why and when they came to Britain. - Understand the challenges faced by the Windrush generation when arriving in Britain. - Know who Sam Beaver King was. - Know who Diane Abbot is. - Understand The Windrush generations' contributions to British society and culture to include literature, art, music and politics. - Understand how we know about the Windrush generation. <p>Skills</p> <ul style="list-style-type: none"> - Describe a key event from Britain's past using a range of evidence from different sources. - Summarise the main events from a specific period in history, explaining the order in which key events happened. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Summarise what Britain has learnt from other countries and civilisations through time gone by and more recently. - Describe the positive impact of a period of history on contemporary society. <p>Vocabulary</p> <p>The Windrush generation, HMT Empire Windrush, dock, Commonwealth, Caribbean, migration, discrimination, prejudice, racism, Notting Hill Carnival, The Windrush Scandal, deportation.</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Why did Britain go to war in 1939? - What was life like for people during the war and how do we know? - Why was it necessary for children to be evacuated? - How was Britain able to stand firm against the German threat? - Which objects explain how Britain coped with the effect of war on the Home Front? - Why is it so difficult to be sure what life was really like on the Home Front? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who are the Windrush generation and when and why did they come to Britain? - What were the challenges faced by the Windrush generation on arriving in Britain? - Who was Sam Beaver King? - Who is Diane Abbott? - How has The Windrush Generation contributed to British society and culture?